

SPRING 2009

Test Coordinator's Manual

Arizona's

*Instrument to Measure Standards
Dual Purpose Assessment • High School*

Test Coordinator's Name

**Mc
Graw
Hill** **CTB
McGraw-Hill**

**AIMS DPA
AIMS HS**



2700008-W

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The Arizona Department of Education gratefully acknowledges the work of hundreds of Arizona teachers involved in the development of the AIMS tests. Their dedication to creating a fair and reasonable test for the students of Arizona is greatly appreciated.

Introduction

Arizona's Instrument to Measure Standards (AIMS) is administered by the Arizona Department of Education (ADE) each spring. AIMS measures what students know and are able to do in the content areas of writing, reading, mathematics, and science. Each AIMS test is aligned to the corresponding grade level of the *Arizona Academic Content Standards*. Students will receive test reports with specific information detailing their progress toward meeting the standards. Schools will receive test reports with information on students' progress that can be used to correct weaknesses in their curriculum and instructional strategies.

AIMS Dual Purpose Assessment (AIMS DPA) is administered to students in Grades 3 through 8 in the content areas of writing, reading, and mathematics. In addition, students in Grades 4 and 8 will be administered a science test. AIMS DPA includes an embedded *TerraNova* norm-referenced test in the content areas of reading, language arts, and mathematics. The test reports will also include *TerraNova* results.

AIMS High School (AIMS HS) is administered to students for the first time in the spring of their second year of high school in the content areas of writing, reading, and mathematics. In Spring 2009, these three content areas will be administered to students in Cohort 2011 (generally tenth-graders). Some students in Cohorts 2010, 2009, or lower (generally eleventh- and twelfth-graders) will also participate in the Spring 2009 administration. Passing all three content areas is a graduation requirement for most students.

AIMS HS also includes a science test. This test will be taken by students in Cohort 2011 (generally tenth-graders) who did not test on AIMS HS science in Spring 2008. For students in Cohort 2011, it does not matter whether they are enrolled in a life science course that is aligned to Strands 1–4 of the Arizona Academic Content Standard for Science at the high school level; if they do not have an AIMS HS science score from Spring 2008, they will test on AIMS HS science in Spring 2009. The AIMS HS science test may also be taken by students in Cohort 2012 (generally ninth-graders) who are enrolled in a life science course. Students are not required to pass the science test in order to graduate from high school. For that reason, students will take the science test only once.

Additionally, there will be an AIMS mathematics field test administered in all district and charter schools. All students enrolled in Grades 3 through 8 and students in Cohort 2011 in these schools will participate in the field test. Score reports will not be generated for the mathematics field test.

Each District or Charter Operator must designate a Test Coordinator to oversee testing for all schools within the district or for all schools under the same charter. This individual is referred to as the District Test Coordinator. The Test Coordinator's Manual is written specifically for District Test Coordinators.

This Test Coordinator's Manual provides the instructions for the proper handling of test materials before, during, and after test administration. To ensure the correct administration of AIMS DPA and/or AIMS HS, District Test Coordinators must also refer to and use the *AIMS DPA Test Administration Directions* and/or the *AIMS HS Test Administration Directions*.

Schools with either Grade 2 or Grade 9 will also be administering the *TerraNova* Basic Battery. To ensure the correct handling of *TerraNova* test materials and the correct administration of *TerraNova*, District Test Coordinators must refer to and use the *TerraNova Test Coordinator's Manual* and the *TerraNova Directions for Teachers* (Level 12 for Grade 2 and Level 19 for Grade 9).

There are accommodations available to all students in Arizona, including students with disabilities and English language learners. To ensure the correct administration of all AIMS tests, District Test Coordinators must refer to and use the Arizona Department of Education document, *Testing Accommodations: Guidelines for 2008–2009*.

All the manuals listed above are available on the CD provided to District Test Coordinators at the mandatory Pre-Test Workshops held in January 2009.

Responsibilities of the District Test Coordinator

The District Test Coordinator is responsible for the correct administration of testing throughout the district or charter. This includes organizing and implementing the activities necessary to conduct testing in the schools. To facilitate these activities, some responsibilities may be delegated to School Test Coordinators. However, the District Test Coordinator assumes ultimate responsibility.

Responsibilities of the District Test Coordinator include:

Before Testing

- ☐ attending a pre-test workshop;
- ☐ obtaining signed copies of the Test Security Agreement;
- ☐ submitting to ADE a copy of the Test Security Agreement signed by the District Superintendent or Charter Holder;
- ☐ scheduling testing activities within the district or charter schools;
- ☐ communicating the schedule to Test Administrators;
- ☐ providing training to Test Administrators on testing procedures;
- ☐ working with Test Administrators to select appropriate classrooms or other sites within the school where testing will take place;
- ☐ following up on questions from Test Administrators by contacting either CTB/McGraw-Hill or the Arizona Department of Education;

- ☐ receiving materials from CTB/McGraw-Hill;
- ☐ inventorying test materials and Test Coordinator's Kits upon arrival and, if needed, ordering extra materials;
- ☐ implementing and maintaining security procedures within the district/charter operator and school(s);
- ☐ communicating security procedures and responsibilities to Test Administrators;
- ☐ providing instructions regarding the use of the student bar code labels and completion of the student demographic data grid and accommodations and *Other Information* data boxes located on the inside front and back covers of the AIMS answer documents (Grade 3 test books); and
- ☐ arranging for a supply of commercially published paper dictionaries and commercially published paper thesauri to be available in testing rooms during the administration of the writing test **only**.

During Testing

- ☐ monitoring assessment activities;
- ☐ checking out and checking in test materials to Test Administrators at the beginning and end of each day of the test administration. This includes collecting and counting all test books and answer documents and returning them to locked storage at the conclusion of each testing session; and
- ☐ maintaining an accurate inventory of all testing materials throughout the test administration window.

After Testing

- ☐ checking that responses from students taking the Large Print and Braille versions of AIMS have been transferred to standard answer documents (Grade 3 test books), and that student responses from contaminated test materials have been transferred to clean answer documents (Grade 3 test books);
- ☐ completing the Group Information Sheets;
- ☐ completing the School/Group Lists;
- ☐ completing the Materials Inventory Sheets;
- ☐ reporting any testing incidents to the Arizona Department of Education State Test Coordinator;
- ☐ boxing materials for return shipping as instructed in this document; and
- ☐ ensuring all scorable and nonscorable test materials are shipped back to CTB/McGraw-Hill by the established due date.

Test Administration

AIMS DPA, AIMS HS, and the AIMS Mathematics Field Test must be administered exactly as directed in the *AIMS DPA Test Administration Directions* and in the *AIMS HS Test Administration Directions*. District Test Coordinators must review these manuals, along with the *AIMS DPA/HS Test Coordinator's Manual*, well in advance of administering the tests and in advance of training School Test Coordinators and Test Administrators. What follows is a brief summary of some of the information included in the Test Administration Directions.

AIMS DPA Test Administration Schedule

District Test Coordinators should develop the district-wide AIMS DPA testing schedule well in advance of the test administration. It is the District Test Coordinator's responsibility to communicate this schedule to the appropriate school and district personnel, including Test Administrators, and to students and parents/guardians.

AIMS DPA Test Administration Dates			
Test Window: Monday, March 30, 2009–Friday, April 17, 2009			
Testing Day	Content Area	Grade(s)	Session(s)—Approximate Time
Day 1	Writing	3 4 and 5 6, 7, and 8	2 sessions—1 hr. ea. 2 sessions—1 hr. ea. 1 session—2 hours
Day 2	Reading Part 1 Mathematics Part 1	3–8 3–8	1 session—45–60 min. 1 session—45 min.
Day 3	Reading Part 2 Mathematics Part 2	3–8 3–8	1 session—45–60 min. 1 session—45 min.
Day 4	Reading Part 3 Mathematics Part 3	3–8 3–8	1 session—45–60 min. 1 session—45 min.
Day 5	Science Part 1 Science Part 2	4 and 8 4 and 8	1 session—45–60 min. 1 session—45–60 min.
Field Test Day	Mathematics	3–8	1 session—45 min.

Detailed information about the AIMS DPA testing schedule, the timing of the testing sessions and breaks between the testing sessions, and make-up testing is included in the *AIMS DPA Test Administration Manual*. Refer to that manual before developing the district-wide AIMS DPA testing schedule.

AIMS HS Test Administration Schedule

AIMS HS must be administered on the exact dates shown below. It is the District Test Coordinator's responsibility to communicate this schedule to the appropriate school and district personnel, including Test Administrators, and to students and parents/guardians.

AIMS HS Test Administration Dates	Session(s)—Time
Writing Test—February 24, 2009	1 session—2–2½ hours
Reading Test—February 25, 2009	1 session—2 hours
Mathematics Test—April 1, 2009	2 sessions—90 min. ea.
Science Test—April 2, 2009	1 session—2 hours
AIMS HS Make-Up Test Administration Dates	Session(s)—Time
Writing Test—March 3, 2009	1 session—2–2½ hours
Reading Test—March 4, 2009	1 session—2 hours
Mathematics Test—April 7, 2009	2 sessions—90 min. ea.
AIMS HS Mathematics Field Test Administration Dates	Session(s)—Time
March 30–April 7, 2009	1 session—45–60 min.

Detailed information about the AIMS HS testing schedule, the timing of the testing sessions and breaks between the testing sessions, and make-up testing is included in the *AIMS HS Test Administration Directions*.

Administering AIMS HS tests on dates other than those shown on the preceding page, without the written permission of the Assessment Section of the Arizona Department of Education, is a serious testing violation. Schools that will not be in session on one or more of the scheduled AIMS HS testing dates must request permission from the Assessment Section of the Arizona Department of Education to administer AIMS HS on alternate dates.

Students to Be Tested

Students in Grades 3 through 8 are to participate in AIMS DPA testing in the content areas of writing, reading, and mathematics. In addition, students in Grades 4 and 8 will take an AIMS science test. For Spring 2009 only, all students in Grades 3 through 8 enrolled in a district or charter school will participate in an AIMS Mathematics Field Test. Private schools, BIE schools, and other non-district or non-charter schools will not participate in the field test.

High school students in Cohort 2011 are to participate in AIMS HS testing in the content areas of writing, reading, and mathematics. High school students in Cohorts 2010, 2009, or below may also participate in AIMS HS in these three content areas. AIMS HS also includes a science test. This test will be taken by students in Cohort 2011 (generally tenth-graders) who did not test on AIMS HS

science in Spring 2008. For students in Cohort 2011, it does not matter whether they are enrolled in a life science course that is aligned to Strands 1–4 of the Arizona Academic Content Standard for Science at the high school level; if they did not participate in the Spring 2008 AIMS HS Science test, they will test on AIMS HS science in Spring 2009. The AIMS HS science test may also be taken by students in Cohort 2012 (generally ninth-graders) who are enrolled in a life science course. For Spring 2009 only, all students in Cohort 2011 enrolled in a district or charter school will participate in an AIMS HS Mathematics Field Test. Private schools, BIE schools, and other non-district or non-charter schools will not participate in the field test.

Only students who qualify to test on the alternate assessment, AIMS A, are exempt from AIMS DPA or AIMS HS testing.

Prior to testing, the District Test Coordinator, or designee(s), must create lists of students testing at each grade level of AIMS DPA and on each content area of AIMS HS. These lists must be shared with the appropriate Test Administrators and School Test Coordinator.

Private Placement and Voucher Placement Students

Private placement and voucher placement schools will order their own test materials. These schools will administer AIMS DPA and/or AIMS HS tests, as appropriate, to their students. **New for this year, private placement and voucher placement schools will be responsible for returning the test materials directly to CTB/McGraw-Hill for scoring. Private placement and voucher placement schools must follow the directions in this manual for the assembly and return of test materials.**

Arrangements Prior to Test Administration

The District Test Coordinator is responsible for assigning Test Administrators and, if needed, Proctors for each testing room. Test Administrators and Proctors **must** be employees of the school and must attend training in the correct procedures for administering the tests and handling the test materials.

The District Test Coordinator is responsible for determining the suitability of each testing room. Each testing room must provide a comfortable and distraction-free environment. Seating should be arranged so that students are not tempted to look at the answers of others. All visual aids displayed in the testing room that could assist students while testing must be removed or covered completely.

*Test Administrators and Proctors **must** be employees of the school.*

All visual aids displayed in the testing room that could assist students while testing must be removed or covered completely.

Required Test Materials

Test materials will be provided to each district according to the enrollment information provided by the district. Each carton will be clearly marked and numbered in sequence "Box 1 of 5," "Box 2 of 5," etc. The packing list will be in Box 1. The materials will be packed by school for all districts/charter operators.

The District Test Coordinator will receive a box containing extra materials equivalent to 5% of the provided enrollment. (This overage does not apply to the Mathematics Field Test.) Test Coordinators are to use these materials to cover any shortages at the schools. Do not distribute extra materials to schools or Test Administrators unless needed. If schools need more materials in addition to those supplied in the district overage box, District Test Coordinators should refer to page 12 in this document for ordering instructions.

Test Materials Provided by the Schools

The following materials are needed for each testing room and are to be provided by the schools:

- ☐ a supply of sharpened, standard, wooden, graphite-based No. 2 pencils with erasers;
- ☐ a pencil sharpener or an additional supply of sharpened, standard, wooden, graphite-based No. 2 pencils with erasers;
- ☐ a "Testing—Do Not Disturb" sign; and
- ☐ commercially published paper dictionaries and commercially published paper thesauri for use on the writing test **only**.

AIMS DPA Test Materials Provided to the District

The following test materials will be distributed to each District Test Coordinator:

- ☐ a packing list;
- ☐ AIMS DPA Writing, Reading, and Mathematics Test Books (Grades 3 through 8);
- ☐ AIMS Science Test Books (Grades 4 and 8);
- ☐ AIMS Mathematics Field Test Books (Grades 3 through 8);
- ☐ AIMS DPA Writing, Reading, Mathematics, and Mathematics Field Test Answer Documents (Grades 4 through 8);
- ☐ AIMS Science Answer Documents (Grades 4 and 8);
- ☐ AIMS Writing Draft Booklets (Grade 3);
- ☐ *AIMS Test Administration Directions*; and
- ☐ return stack cards and bands.

Each District Test Coordinator will also receive a Test Coordinator's Kit, which contains:

- ☐ a packing list;
- ☐ a cover letter;
- ☐ *AIMS DPA/HS Test Coordinator's Manuals* (one for the district/charter operator and one for each school);
- ☐ School/Group List(s);
- ☐ Group Information Sheet(s);
- ☐ orange return shipping labels for scorable AIMS DPA test materials;
- ☐ green return shipping labels for nonscorable AIMS test materials;
- ☐ Materials Inventory Sheets and Materials Inventory Envelope;
- ☐ School/Group List Envelope;
- ☐ School/Group List box labels;
- ☐ student bar code labels;
- ☐ student bar code label instructions; and
- ☐ student bar code label Student Reference List.

AIMS HS Test Materials Provided to the District

The following test materials will be distributed to each District Test Coordinator:

- ☐ a packing list;
- ☐ AIMS HS Writing Test Books;
- ☐ AIMS HS Reading Test Books;
- ☐ AIMS HS Mathematics Test Books;
- ☐ AIMS HS Science Test Books;
- ☐ AIMS HS Mathematics Field Test Books;
- ☐ AIMS HS Writing and Reading Answer Documents;
- ☐ AIMS HS Mathematics Answer Documents;
- ☐ AIMS HS Science Answer Documents;
- ☐ AIMS HS Mathematics Field Test Answer Documents
- ☐ *AIMS HS Test Administration Directions*; and
- ☐ return stack cards and bands.

Each District Test Coordinator will also receive a Test Coordinator's Kit, which contains:

- ☐ a packing list;
- ☐ a cover letter;
- ☐ *AIMS DPA/HS Test Coordinator's Manuals* (one for the district/charter operator and one for each school);
- ☐ School/Group List(s);
- ☐ Group Information Sheet(s);
- ☐ yellow return shipping labels for scorable AIMS HS Answer Documents;
- ☐ green return shipping labels for nonscorable AIMS test materials;
- ☐ Materials Inventory Sheets and Materials Inventory Envelope;
- ☐ School/Group List Envelope;
- ☐ School/Group List box labels;
- ☐ student bar code labels;
- ☐ student bar code label instructions; and
- ☐ student bar code label Student Reference List.

Student Identification Information

District Test Coordinators are responsible for training School Test Coordinators and Test Administrators in the correct use of all student information fields on the test materials. Student identification information includes the following:

- ☐ the student identification fields on the front of the test books and answer documents;
- ☐ the student bar code labels on the front of the answer documents (Grade 3 test books);
- ☐ the demographic data grid on the back of the answer documents (Grade 3 test books and field test books); and
- ☐ the accommodations fields on the back or the inside front covers of the answer documents (Grade 3 test books and field test books).

The greatest amount of student identification information is included in the student bar code labels and the student demographic data grid. Detailed information on the correct use of both is included in the Pre-Test Workshop materials and in the *AIMS DPA Test Administration Directions* and the *AIMS HS Test Administration Directions*. Additional information on the correct use of the student bar code label is included with the Test Coordinator's Kit.

The script that is included in the *AIMS DPA Test Administration Directions* and the *AIMS HS Test Administration Directions* will direct students to complete the student identification fields on the front covers of the test books and answer documents and, when applicable, will direct the students to mark their test book form code on the inside front cover or the back of the answer documents. Test Administrators should confirm that these fields are completed before dismissing students from the testing session.

All Test Administrators should be familiar with the ADE-produced document, *Testing Accommodations: Guidelines for 2008–2009*. Students with disabilities and English language learners are eligible to receive certain standard accommodations. The accommodations information fields on the inside front cover or the back of the answer documents (Grade 3 test books and field test books) must be completed for any student who received a standard accommodation. Instructions for completing the testing accommodation information are included in the *AIMS DPA Test Administration Directions* and the *AIMS HS Test Administration Directions*.

There is one source of student information that is defined by the district. On the inside front cover of the answer documents (Grade 3 test books), there is a data box identified as *Other Information*. Columns A through H can be used at the district's/charter operator's discretion to collect additional student demographic information. Column I is reserved for use by the ADE. Only one bubble per column should be marked, as double marks are not recorded. The information coded in the *Other Information* data box will be included in the student data file CD but will not be included on any of the paper reports.

Procedures for Handling Test Materials

Before Testing

Receiving Test Materials

Test materials and Test Coordinator's Kits for all schools will be shipped to District Test Coordinators. District Test Coordinators are responsible for distributing the appropriate materials to schools after inventorying them.

The shipments for AIMS HS Writing/Reading will arrive during the delivery window of February 2–5, 2009. The shipments for AIMS HS Mathematics/ Science/Mathematics Field Test will arrive during the delivery window of either March 9–12, 2009, or March 16–19, 2009, depending on which window was selected during online ordering in December 2008.

The shipments for AIMS DPA (including the Mathematics Field Test) will arrive during the delivery window of either March 9–12, 2009, or March 16–19, 2009, depending on which window was selected during online ordering in December 2008.

Materials will be shipped in dual-purpose, lavender boxes designed to be easily used for both receiving and shipping materials. Save these boxes for use in returning materials to CTB/McGraw-Hill.

Inventorying Test Materials

District Test Coordinators should immediately inventory all test materials and Test Coordinator's Kits received using the following checklist.

- ☐ 1) Open Box 1. Examine the packing list to determine the total number of cartons in the entire shipment.
- ☐ 2) Count the total number of boxes received and compare it to the number of boxes shipped. If the total number of boxes indicated as shipped have not been received within the delivery window, contact the Arizona Help Desk at CTB/McGraw-Hill by phone at 1-888-630-9145 or by email at ArizonaHelpDesk@ctb.com.
- ☐ 3) Inventory the contents of the shipment. Record the actual amounts received on the materials inventory sheets.
- ☐ 4) Verify the materials received in the shipment against the packing list. Note any discrepancies on the packing list. Verify that precoded Group Information Sheets (GISs), precoded School/Group Lists (SGLs), and return shipping labels were sent for each school within the district or charter. Verify that a sufficient number of stack cards and paper bands were included in the shipment.

- 5) Compare the actual quantities of test materials (test books and answer documents) received with the quantities needed. If additional test materials are required to meet the quantities needed, place a short-add order. See step 6 for information regarding short-add ordering.
Verify that each school has enough GISs, SGLs, stack cards, paper bands, and return shipping labels for returning materials. If additional scoring materials or packaging materials are required, place a short-add order. See step 6 for information regarding short-add ordering.
- 6) If additional test materials, scoring materials, or shipping materials are needed, submit a short-add order during the short-add window. Complete and submit the Short-Add Order Form as directed during the pre-test workshop. For questions regarding how to complete or submit the Short-Add Order Form, contact the Arizona Help Desk at CTB/McGraw-Hill at 1-888-630-9145 or at ArizonaHelpDesk@ctb.com.
Order as early in the short-add window as possible. Orders are shipped as they are received. See Figure 14: Important Dates for Spring 2009 Testing on the inside back cover of this document for specific short-add window dates.
- 7) Distribute the manuals, test books, answer documents, bar code labels, bar code Student Reference Lists, precoded Group Information Sheets and School/Group Lists forms, stack cards, and paper bands to the School Test Coordinator.
- 8) Maintain an accurate inventory of materials distributed to schools and materials retained at the district.

During Testing

Precautions

Do not allow students to make any marks outside of the boxed area in the upper right-hand corner of the answer document front covers or the Grade 3 test book front covers. Front covers that have pencil, pen, or highlighter marks outside of the boxed area cannot be machine-scored.

- Do not use any test books or answer documents other than those that correspond to the Spring 2009 administration of AIMS DPA and AIMS HS. Documents from other testing programs or from previous AIMS DPA or AIMS HS test administrations will not be scored.
- Do not photocopy the test books, the answer documents, or the writing draft booklets.
- Do not disassemble or pull pages from the answer documents or the Grade 3 test books and field test books.
- Do not allow students to make any marks outside of the boxed area in the upper right-hand corner of the answer document front covers or the Grade 3 test book and field test book front covers. Front covers that have pencil, pen, or highlighter marks outside of the boxed area cannot be machine-scored.

- Do not use “sticky” notes, paperclips, tape, staples, or glue on the answer documents or the Grade 3 test books and field test books.
- Do not insert loose papers into the answer documents or the Grade 3 test books and field test books.
- Do not tape or glue additional paper into the answer documents or the Grade 3 test books and field test books.
- Do not allow students to use extra paper to write their responses for the writing test. Only responses handwritten in pencil on the pages designated “Final Copy” will be scored.
- Do not allow students to use correction fluid on the answer documents or the Grade 3 test books and field test books. If an error is made in filling in a bubble or in the final response to the writing prompt, the student should erase the error completely and make the correction using a No. 2 pencil.
- Do not allow students to use colored pencils, pens, markers, or highlighters to respond to multiple-choice questions or to the writing prompt.

After Testing

Inspecting and Organizing Test Materials

After testing, Test Administrators should inspect the test books and answer documents as directed in the *AIMS DPA Test Administration Directions* and in the *AIMS HS Test Administration Directions*. Answer documents and test books must be stacked separately with front covers facing up.

Assembling Scorable Test Materials

The District Test Coordinator is responsible for determining which of the following steps will be completed by Test Administrators or by the School Test Coordinator. The District Test Coordinator is responsible for providing directions and training accordingly.

- ☐ For each school, organize the scorable test materials by testing program: AIMS DPA, AIMS HS, and AIMS HS Mathematics Field Test. The scorables from each of these testing programs must be assembled and boxed separately. **If scorables from multiple testing programs are assembled or boxed together, then the entire box will be processed as late receipts, which will result in late student test reports and no school or district reports.** Scorable test materials for each testing program are shown in the next table.

AIMS DPA Scorable Test Materials (Orange DPA Return Label)	AIMS HS Scorable Test Materials (Yellow Return Label)	AIMS HS Mathematics Field Test (White Return Label)
used Grade 3 DPA Test Books	used HS Writing and Reading Answer Documents	used HS Mathematics Field Test Answer Documents
used Grade 3 Field Test Books	used HS Mathematics Answer Documents	
used Grades 4-8 DPA Answer Documents	used HS Science Answer Documents	
used Grades 4 and 8 Science Answer Documents		

Figure 1: Scorable Test Materials

- ☐ Make sure that test materials that have been contaminated with blood, vomit, or other bodily fluids are not returned to CTB/McGraw-Hill. Student responses must be transferred to clean documents. Destroy the contaminated test books securely and appropriately by following requirements for disposing of hazardous materials. Note the destroyed test materials on the School Materials Inventory Sheet with an indication that the books were contaminated and destroyed. **If contaminated books are returned to CTB/McGraw-Hill, they will not be scored and will be securely destroyed.**

Arizona's Instrument to Measure Standards (AIMS)

School Materials Inventory Sheet

Complete this form and place it at the top of the first scorable box.

Please provide the total number of Test Books and Answer Documents for each column. Please X out the columns that are not applicable.

	Writing Test Books	Reading Test Books	Mathematics Test Books	Answer Documents
Received				
Destroyed to Schools				
Contaminated - Securely Destroyed				
Non-scorable - Returned				
Scorable - Returned	X	X	X	

I certify that: No test books were reproduced and all test books and answer documents that have been loaned to my district/charter operator have been accounted for and returned to CTB/McGraw-Hill.

School Name _____

School Authorized Signature _____

School Entity Number _____

Date _____

Figure 2: Sample School Materials Inventory Sheet

- ☐ Make sure that responses for students taking the Large Print version and the Braille version of the test have been transferred to standard answer documents (Grade 3 test books and field test books). For more information on this process, please refer to the Test Administration Directions or to the flyer that was packaged with the Large Print and Braille test materials. The standard answer documents (Grade 3 test books) must be packaged with the scorable test materials. All other Large Print and Braille test materials must be packaged with the nonscorable test materials.
- ☐ Next, organize the answer documents (Grade 3 test books and field test books) into groups.

For AIMS DPA, separate the Grade 3 test books from the field test books and separate the Grades 4 through 8 DPA Answer Documents from the Science Answer Documents. Make sure each grade and document type is separate. Within each grade and document type, group by teacher if desired.

For AIMS HS, separate the four types of answer documents (Writing and Reading, Mathematics, Science, and Mathematics Field Test). Then sort each type by cohort. Within each cohort and document type, group by teacher if desired.

For AIMS HS Mathematics Field Test, there is no need to sort by cohort since all students tested are in cohort 2011. Also, there is no need to group the AIMS HS Mathematics Field Test by teacher since no score reports will be produced. All of the AIMS HS Mathematics Field Test Answer Documents for a high school should be submitted as a single group.

- ☐ For each group, select a precoded Group Information Sheet (GIS) with the correct school and grade or cohort. For every group, complete the Group Information Sheet as directed in the section “Completing Group Information Sheets” on pages 19 and 20 of this manual. The number entered in the “Number Students Testing” section of the GIS must exactly match the number of answer documents (Grade 3 test books) grouped with the GIS.
- ☐ Place the completed GIS on top of the group of answer documents (Grade 3 test books or field test books). Complete a stack card. Place the stack card on top of the GIS. Bind the stack of documents with paper bands. Wrap one band around the stack horizontally and one band vertically. Be sure the bands hold the documents securely.

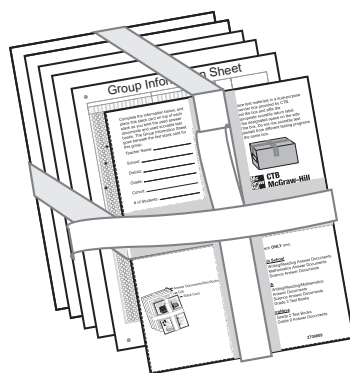


Figure 3: Organizing Answer Documents (Grade 3 Test Books)

A large group may be divided into two or more stacks so that each stack can be wrapped securely. Each stack should be no more than three inches thick. Complete as many stack cards as needed for the large group. Label each stack card “1 of X,” “2 of X,” etc., as appropriate. However, only one GIS is needed per group regardless of the number of stacks. The GIS should be placed under the stack card labeled “1 of X.” Bind the stacks with paper bands as directed above.

Only one GIS is needed per group regardless of the number of stacks.

A small group must still have its own GIS and its own stack card. Do not combine multiple groups, regardless of how small, under the same GIS or the same stack card. Do not bind multiple groups together.

- ☐ For each school, complete the School/Group Lists (SGLs) as directed in the section “Completing School/Group Lists” on pages 21–23 of this manual. For Grades 3 through 8, there are three SGLs: one for DPA, one for Grades 4 and 8 Science, and one for the Grade 3 Mathematics Field Test. For HS, there are four SGLs: one for HS Writing and Reading, one for HS Mathematics, one for HS Science, and one for the HS Mathematics Field Test. For each SGL, the number entered in the “Number Tested” column of the SGL must exactly match the number entered in the “Number Students Testing” section in each corresponding GIS. School Test Coordinators should keep photocopies of all completed SGLs.
- ☐ Organize answer documents (Grade 3 test books) by group in the return shipping boxes in the same order that they are listed on the School/Group List. (The first teacher or group should be at the top of the first box.) Answer documents should be packaged by testing program. The testing programs are identified by the different colored return labels.

For AIMS DPA (orange return label), place banded stacks of answer documents (Grade 3 Test Books) by grade level in the box. All teacher groups for each grade level should be packaged before moving to the next grade level. Continue with DPA until all the banded stacks are placed in the box(es). Next, place banded stacks of answer documents for Grades 4 and 8 Science by grade level in the box. All teacher groups for each grade level should be packaged before moving to the next grade level. Continue with Grades 4 and 8 Science until all the banded stacks are placed in the box(es). Next, place banded stacks of Grade 3 Mathematics Field Test Books in the box. All teacher groups for each grade level should be packaged before moving to the next grade level. Continue with Grade 3 Mathematics Field Test until all the banded stacks are placed in the box(es).

For AIMS HS (yellow return label), HS Writing/Reading answer documents will be returned in March in boxes containing only HS Writing/Reading answer documents. HS Mathematics and HS Science answer documents will be returned together in April. For HS Mathematics and HS Science, place all banded stacks of answer documents for HS Mathematics in the box. Next, place all banded stacks of HS Science in the box.

For AIMS HS Mathematics Field Test (white return label), HS Mathematics Field Test answer documents will be returned in April in boxes containing only HS Mathematics Field Test answer documents.

- ☐ Calculate the total number of used answer documents (Grade 3 test books) and note it on the School Materials Inventory Sheet. Retain the School Materials Inventory Sheet for use during the nonscorable materials inventory.
- ☐ For each of the testing programs (AIMS DPA, AIMS HS, and AIMS HS Mathematics Field Test), place all School/Group Lists for a school in the envelope titled “School Group Lists.”

School Group Lists	
District Name:	_____
District ID Number:	_____
School Name:	_____
School ID Number:	_____
Place all School Group Lists for a school in this envelope.	
Envelope _____ of _____	

Figure 4: Sample School/Group Lists Envelope

- Place the envelope at the top of the school's first scorable box, and affix a "School/Group Lists" label on the side of the box **above** the space designated for the return label.

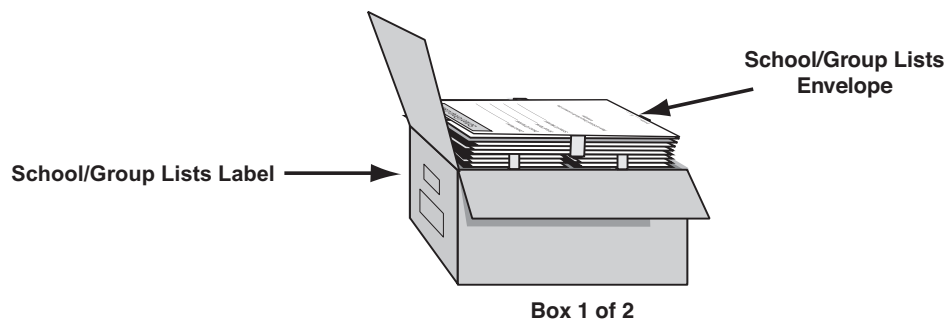


Figure 5: Packing Scorable Test Materials for Return to CTB/McGraw-Hill


- Affix a precoded return label in the designated space on the side of each box of scorable test materials. For AIMS DPA, use an **orange** scorable return label (see Figure 6). For AIMS HS, use a **yellow** scorable return label (see Figure 7). For AIMS HS Mathematics Field Test, use a **white** scorable return label (see Figure 8). Be certain the label is coded with the correct school and district. After all of the school's scorable boxes have been packed, add the box count in the "School: Box ___ of ___" portion of the label. Number AIMS DPA, AIMS HS, and AIMS HS Mathematics Field Test scorable boxes separately.

S	ARIZONA AIMS GR 3–8 DPA, Science, Math FT SCORABLES SPRING 2009	AZ
From:		
DIST: District Name	DIST # 0123	
SCH: School Name	SCH # 4567	
To: CTB/McGraw-Hill	Site: 1	Ph: (888) 630-9145
Dist: Box ____ of ____ School: Box ____ of ____		
CTB USE ONLY - DO NOT COVER THIS LABEL		
13O-M012133001-0123-4567-0003		

Figure 6: Orange Return Label for Scorable AIMS DPA Test Materials

S	ARIZONA AIMS HS W/R, Math, Science SCORABLES SPRING 2009	AZ
From:		
DIST: District Name	DIST # 0123	
SCH: School Name	SCH # 4567	
To: CTB/McGraw-Hill	Site: 1	Ph: (888) 630-9145
Dist: Box ____ of ____ School: Box ____ of ____		
CTB USE ONLY - DO NOT COVER THIS LABEL		
13Y-M012133001-0123-4567-0003		

Figure 7: Yellow Return Label for Scorable AIMS HS Answer Documents

<div style="border: 1px solid black; padding: 5px; font-size: 24px; font-weight: bold;">S</div>	ARIZONA AIMS HS Math Field Test SCORABLES SPRING 2009	<div style="border: 1px solid black; padding: 5px; font-size: 24px; font-weight: bold;">AZ</div>
From: DIST: District Name DIST # 0123 SCH: School Name SCH # 4567		
To: CTB/McGraw-Hill Site: 1 Ph: (888) 630-9145		
Dist: Box ____ of ____ School: Box ____ of ____		
CTB USE ONLY - DO NOT COVER THIS LABEL		
 13Y-M012133001-0123-4567-0003		

*Figure 8: White Return Label for Scorable
AIMS HS Math FT Answer Documents*

Each different-colored return label indicates a different testing program. Regardless of how few scorable items may exist for a particular testing program, **do not mix scorable items from different testing programs in the same box.** Also, **do not mix scorable and nonscorable materials in the same box.** No box of scorable materials should ever have two or more different-colored return labels.

- ☐ If the previous steps were completed at the school rather than at the district, send the school's scorable boxes to the District Test Coordinator. Do not seal the boxes.
- ☐ Verify that each school's scorables have been assembled correctly and that each GIS is listed on the appropriate SGL. District Test Coordinators should keep a photocopy of every SGL.
- ☐ If there are multiple schools in a district and there is extra space in the scorable boxes, you may package scorable materials for the same testing program for up to four schools in a single box. Do not combine scorable materials from different testing programs. **Affix a return label for each school** in the designated space on the side of the box, making sure the bar code is visible on each label.
- ☐ Fill any empty spaces in the scorable boxes with crumpled paper or plastic air bubbles. Do not use shredded paper or foam "peanuts." Seal the boxes and fill in any missing school information on the return labels.
- ☐ Renumber the district's entire set of **AIMS DPA** scorable boxes. Mark each box accordingly as "Box 1 of X," "Box 2 of X," etc., in the "Dist: Box ____ of ____" section of the **orange scorable** return label.
- ☐ Renumber the district's entire set of **AIMS HS** scorable boxes. Mark each box accordingly as "Box 1 of X," "Box 2 of X," etc., in the "Dist: Box ____ of ____" section of the **yellow scorable** return label.
- ☐ Renumber the district's entire set of **AIMS HS Mathematics Field Test** scorable boxes. Mark each box accordingly as "Box 1 of X," "Box 2 of X," etc. in the "Dist: Box ____ of ____" section of the **white scorable** return label.

Completing Group Information Sheets

Precoded and blank Group Information Sheets (GISs) have been provided in the Test Coordinator's Kits. **If information on a precoded GIS is incorrect, do not alter it. Instead, fill out all pertinent information on a blank GIS.** The blank GIS provided in the District Test Coordinator's Kit will have columns A–B prefilled with the county number and columns C–G prefilled with the district number. The five-digit school number will need to be bubbled in columns H–L. For high school, the cohort will need to be bubbled in column N.

If information on a precoded GIS is incorrect, do not alter it. Instead, fill out all pertinent information on a blank GIS.

GISs are scannable documents; **photocopies are not acceptable for the scoring center's use.** If additional sheets are needed submit a short-add order using the Short-Add Order Form as directed in the Pre-Test Workshop.

The GIS provides data that appears on the test reports. Each group of completed scorable documents may include students from only one grade (AIMS DPA) or only one cohort (AIMS HS). Science answer documents must be grouped under separate GISs by grade (for Grade 4 and Grade 8) or by cohort (for high school). Separate scorable materials for the Mathematics Field Test (Grade 3 Mathematics Field Test Books and HS Mathematics Field Test Answer Documents) must each be grouped under a separate GIS. Using the directions in Figure 9A, complete one GIS for each group. Some information has been precoded. Please review both precoded and hand-entered information.

For AIMS HS, the GISs are coded by cohort. Cohort information is listed next to the Organization Name in the lower right corner of the GIS, and a specific bubble appropriate to the cohort is coded in Special Codes column N. A "cohort" generally corresponds to a grade level (Cohort 2012 = Grade 9; Cohort 2011 = Grade 10; Cohort 2010 = Grade 11; Cohort 2009 = Grade 12; Cohort 2008 and below = Grade 12).

For the purposes of returning AIMS HS answer documents, select a GIS according to cohort **only**. If not precoded, complete all fields on the GIS as directed on page 20. Correctly coding the cohort in Special Codes column N is especially important.

The cohort on paper reports is determined by the cohort on the GIS, not by the cohort on the student's bar code label or by the cohort bubble on the student's answer document. It is important that the students' answer documents are placed under a GIS with a correctly coded cohort that corresponds to the students' cohort.

Make sure the number entered in the "Number Students Testing" section of the GIS exactly matches the number of answer documents (Grade 3 test books or field test books) grouped with the GIS.

1 TEACHER NAME	The name of the group must be printed in the boxes in the teacher name section. Under each box, the bubble with the same letter must be filled in. Do not give each group the same name. Names such as Sophomores, Juniors, Seniors; or Class A, Class B, and Class C are highly recommended if different teacher names cannot be used.
2 SCHOOL NAME	The school name should have been precoded. If not, the school name must be printed in the boxes and the corresponding bubbles filled in. The school names on the SGL and GIS must match exactly. The name provided on the SGL is the official CTB/McGraw-Hill school name.
3 NUMBER STUDENTS TESTING	The total number of student answer documents (Grade 3 test books or field test books) returned for scoring, and grouped with the GIS, must be printed in the boxes and the corresponding bubbles filled in. A GIS is completed for each grade (Grades 3–8) or cohort (HS). Prefill this number with zeros (example 005 = 5 students).
4 GRADE	The grade should have been precoded. If not, fill in the bubble for appropriate grade level for the group. The GIS must represent only one grade group.
5 SPECIAL CODES	This section has been precoded with the county, district, school, and school/cohort identification numbers. If using a blank GIS provided in the District Test Coordinator's Kit, columns A–B will be prefilled with the county number and columns C–G with the district number. The five-digit school number must be bubbled in columns H–L. For high school, refer to page 19 to determine the value to bubble for cohort in column N.
6 ORGANIZATION NAME	This information has been precoded. For AIMS HS, this section also specifies cohort information.
7 DISTRICT NAME, SO#	This information has been precoded.

Figure 9A: Completing Group Information Sheets (GISs)

If using a blank GIS, be certain to correctly code all information, especially the Special Codes section.

The form is titled "Group Information Sheet" and is divided into several sections:

- 1 TEACHER NAME:** A grid of 26 columns (A-Z) and 26 rows of bubbles for entering the teacher's name.
- 2 SCHOOL NAME:** A grid of 26 columns (A-Z) and 26 rows of bubbles for entering the school name.
- 3 Number Students Testing:** A grid of 3 columns and 10 rows of bubbles for entering the number of students.
- 4 GRADE:** A grid of 1 column and 10 rows of bubbles for entering the grade level.
- 5 SPECIAL CODES:** A grid of 26 columns (A-Z) and 26 rows of bubbles for entering special codes.
- 6 ORGANIZATION NAME:** A grid of 26 columns (A-Z) and 26 rows of bubbles for entering the organization name.
- 7 DISTRICT NAME, SO#:** A grid of 26 columns (A-Z) and 26 rows of bubbles for entering the district name and school of origin (SO#).
- 8 STATE:** A grid of 2 columns and 10 rows of bubbles for entering the state.

The form also includes a "PRECODED" stamp and a "CTB USE ONLY" stamp. The bottom of the form contains the McGraw-Hill logo and publication information.

Figure 9B: Sample Group Information Sheet (GIS)

Completing School/Group Lists

The School/Group List (SGL) contains information that the scoring center uses to verify that the District Test Coordinator's entire return shipment of scorable materials has been received.

For the Spring 2009 administration, there are three separate SGLs for Grades 3 through 8—DPA, Grades 4 and 8 Science, and Grade 3 Mathematics Field Test, and four separate SGLs for HS—HS Writing and Reading, HS Mathematics, HS Science, and HS Mathematics Field Test.

The School Test Coordinator should fill out each SGL as indicated below. Every Group Information Sheet from the school must have only one entry on the SGL. Ensure that the SGL information has been completed correctly and that the SGL has been placed in its envelope on top of the return materials in School Box 1.

Only information from schools identified by CTB/McGraw-Hill as valid entities and precoded on the SGLs should be reported on these forms.

1 Test Name(s)	The test name appears in the title block.
2 District Name	The district name is precoded.
3 School Name	The school name is precoded.
4 District Number School/Institution Number	The district and school codes are precoded.
5 Contact Person Email Address Phone Number	Print the name, email address, and phone number of the individual who should be contacted at the district in the event that CTB/McGraw-Hill has questions concerning the materials returned for processing.
6 Teacher Name and Grade/Cohort	Print the teacher's name and the grade (Grades 3–8) or cohort (HS). These should exactly match the information coded on the corresponding Group Information Sheet(s).
7 Number Tested	Print the number of student answer documents (Grade 3 test books or field test books) that are returned for scoring for each group. This number must match the number entered in the "Number Students Testing" column on each corresponding GIS.
8 CTB Use	Do not write in this area.
9 Comments	Use only if needed; there is no need to specify Special Education or Accommodation, Braille, or Large Print Groups.
10 Organization Number Organization Name Testing Program District Name, SO#, CO#	Do not write in this area.

Figure 10A: Completing School/Group Lists (SGLs)

#

[illegible][illegible]

[illegible][illegible][illegible]

SCHOOL/GROUP LIST

1 AIMS HS Mathematics Field Test Spring 2009

District Name: **DISTRICT ONE** 2 District Number: **12345** 4

School Name: **SCHOOL ONE** 3 School Number: **56789**

5 Contact Person: _____

Email Address: _____

Phone Number: _____

GENERAL INSTRUCTIONS: Do not list more than one school's testing groups on this form.

All of the AIMS HS Mathematics Field Test answer documents for a high school should be submitted as a single group.

For AIMS HS Mathematics Field Test, there is no need to sort by cohort since all students tested are in cohort 2011. Also, there is no need to group the AIMS HS Mathematics Field Test by teacher since no score reports will be produced.

6 TO BE FILLED OUT BY SCHOOL 6

8 CTB Use	Teacher Name	Cohort	7 Number Tested	8 CTB Use	9 Comments (not a required field)
	Please spell out teacher name exactly as bubbled on the Group Information Sheet. All AIMS HS Mathematics FT answer documents are to be submitted under a single GIS per school.	2011		Did Not Receive	Use only if needed; there is no need to specify Special Education or Accommodation, Braille, or Large Print Groups
		2011			

10 Organization Number: **M012345678**

SO#: 60123

Organization Name: **AIMS HS SP09**

District Name: District One

CO#: 00

Thank you for providing us with your contact information. We will use this information only to fulfill your order. We store this information in a secure database at CTB/McGraw-Hill in the U.S. For more information on our privacy practices, send an email to the privacy official at privacyofficer@ctb.com or call 800.538.9547. If you would like more information on The McGraw-Hill Companies Customer Privacy Policy, please visit <http://www.mcgraw-hill.com/privacy.html>.

Assembling Nonscorable Test Materials

The District Test Coordinator is responsible for determining which of the following steps will be completed by Test Administrators or by the School Test Coordinator. The District Test Coordinator is responsible for providing directions and training accordingly.

- ☐ Organize the nonscorable test materials by document type:
 - unused Grade 3 Writing/Reading/Mathematics Test Books;
 - unused Grade 3 Mathematics Field Test Books;
 - used and unused Grade 3 Writing Draft Booklets;
 - used and unused Grades 4 through 8 Writing/Reading/Mathematics Test Books;
 - used and unused Grades 4 and 8 Science Test Books;
 - used and unused Grades 4 through 8 Mathematics Field Test Books;
 - unused Grades 4 through 8 Writing/Reading/Mathematics/Mathematics Field Test Answer Documents;
 - unused Grades 4 and 8 Science Answer Documents;
 - AIMS DPA Test Administration Directions;*
 - used and unused HS Writing Test Books;
 - used and unused HS Reading Test Books;
 - used and unused HS Mathematics Test Books;
 - used and unused HS Science Test Books;
 - used and unused HS Mathematics Field Test Books;
 - unused HS Writing/Reading Answer Documents;
 - unused HS Mathematics Answer Documents;
 - unused HS Science Answer Documents;
 - unused HS Mathematics Field Test Answer Documents;
 - used and unused Large Print and Braille test materials;
 - AIMS HS Test Administration Directions;*
 - AIMS DPA/HS Test Coordinator's Manuals;* and
 - all unused student bar code labels.
- ☐ Count the number of each type of document and note it on the School Materials Inventory Sheet.
- ☐ Place all nonscorable materials, including the unused student bar code labels, in boxes separate from those containing the scorable test materials. Place the Test Coordinator's Manuals and the Test Administration Directions in the first box of nonscorable materials. Place the completed School Materials Inventory Sheet at the top of the first box of nonscorable materials.

- ☐ Affix a precoded, green nonscorable return label in the designated space on the side of each box. After all of the nonscorable boxes have been packed, add the box count for the nonscorable materials from the school in the "School: Box ____ of ____" portion of the label. (See Figure 11.)


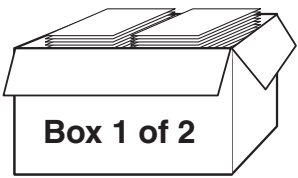
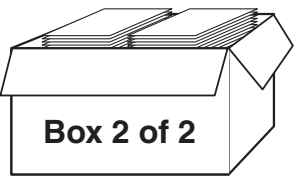
U	ARIZONA AIMS NONSCORABLES SPRING 2009	AZ
From:		
DIST: District Name		DIST # 0123
SCH: School Name		SCH # 4567
To: CTB/McGraw-Hill Site: 1 Ph: (888) 630-9145		
Dist: Box ____ of ____ School: Box ____ of ____		
CTB USE ONLY - DO NOT COVER THIS LABEL		
 13G-M012133001-0123-4567-0003		

Figure 11: Green Return Label for Nonscorable AIMS Test Materials

- **Unused Grade 3 Test Books and Field Test Books**
- **Used and unused Grade 3 Writing Draft Booklets**
- **Used and unused Grades 4–8 and HS Test Books and Field Test Books**
- **Unused Grades 4–8 and HS Answer Documents**
- **Used and unused Large Print and Braille test materials**
- **Unused student bar code labels**
- **Test Coordinator's Manual**
- **Test Administration Directions**
- **Materials Inventory Envelope (place at the top of Box 1)**




Box 1 of 2



Box 2 of 2

Green Return Labels



(All AIMS nonscorable test materials)

Figure 12: Packing Nonscorable Test Materials for Return to CTB/McGraw-Hill

- ☐ If the previous steps were completed at the school rather than at the district, send the school's nonscorable boxes to the District Test Coordinator. Do not seal the boxes.

- Validate the number of documents returned using the School Materials Inventory Sheet from each school and the original materials packing list. Make adjustments as necessary and note any missing materials. Fill out the District/Charter Operator Materials Inventory Sheet.

Arizona's Instrument to Measure Standards (AIMS)

District/Charter Operator Materials Inventory Sheet

Complete this form and place it along with the school Materials Inventory Sheets in the provided envelope labeled "Materials Inventory". If the envelope is missing the precoded label, write your district name and number at the top of the envelope. If you are missing the Materials Inventory Envelope, use a 12" x 14" envelope. Write "Materials Inventory" in the center and write your district name and number at the top of the envelope. Place the envelope at the top of the first scorable box.

Please provide the total number of Test Books and Answer Documents for each column. Please X out the columns that are not applicable.

	Writing Test Books	Reading Test Books	Mathematics Test Books	Answer Documents
Received				
Distributed to Schools				
Contaminated - Securely Destroyed				
Nonscorable - Returned				
Scorable - Returned	X	X	X	

I certify that: No test books were reproduced and all test books and answer documents that have been issued to my district/charter operator have been accounted for and returned to CTB McGraw-Hill.

District/Charter Operator Name _____ District Entity Number _____

District/Charter Operator Authorized Signature _____ Date _____

Figure 13: Sample District/Charter Operator Materials Inventory Sheet

- Assemble all Materials Inventory Sheets for each school and for the district and place in the Materials Inventory Envelope. Place the Materials Inventory Envelope at the top of the first district box of nonscorable materials.
- Fill any empty spaces in the nonscorable boxes with crumpled paper or plastic air bubbles. Do not use shredded paper or foam "peanuts." Seal the boxes and fill in any missing school information on the return labels.
- Renumber the district's entire set of **nonscorable** boxes. Mark each box accordingly as "Box 1 of X," "Box 2 of X," etc., in the "Dist: Box ___ of ___" section of the **green nonscorable** return label.

Returning Materials to CTB/McGraw-Hill

CEVA will be your return freight carrier. Refer to the schedule provided at the Pre-Test Workshop to determine the date of each CEVA pickup for your district/charter operator. There will be multiple CEVA pickups. Each label color will be assigned to a pickup date. Return to CEVA only the designated label color(s) for each pickup.

CEVA is unable to schedule pickups at specific times on the designated pickup dates. If a site does not have its materials ready for return when the CEVA driver arrives on the scheduled date, the site will be required to pay for a second pickup.

All CEVA drivers will arrive with preprinted bills of lading and will identify themselves as CEVA representatives working on behalf of CTB/McGraw-Hill. The District Test Coordinator or a designated person at each pickup site must enter the box counts on the shipping documents and sign them.

Before the driver arrives, check the boxes to ensure the following:

- ☐ An **ORANGE** return label has been completed and affixed in the designated space on the side of each box containing AIMS DPA **scorable** materials.
- ☐ A **YELLOW** return label has been completed and affixed in the designated space on the side of each box containing AIMS HS **scorable** materials.
- ☐ A **WHITE** return label has been completed and affixed in the designated space on the side of each box containing AIMS HS Mathematics Field Test **scorable** materials.
- ☐ A **GREEN** return label has been completed and affixed in the designated space on the side of each box containing AIMS **nonscorable** materials.
- ☐ Verify the total number of boxes for each label color. Have these numbers ready for the driver.

CEVA will be your return freight carrier. Refer to the schedule provided at the Pre-Test Workshop to determine the date of each CEVA pickup for your district/charter operator. There will be multiple CEVA pickups. Each label color will be assigned to a pickup date. Return to CEVA only the designated label color(s) for each pickup.

CEVA is unable to schedule pickups at specific times on the designated pickup dates. If a site does not have its materials ready for return when the CEVA driver arrives on the scheduled date, the site will be required to pay for a second pickup.

Test Security

The following is State Board Rule R7-2-310.B, C, and D concerning test security.

- B. The superintendent or head of district shall be responsible for:
 - 1. Providing school district enrollment data to the Department of Education annually for the purposes of test material distribution.
 - 2. Verifying the count of test materials received and distributing the test materials to each school in the district.
 - 3. Securing the test materials prior to distribution to pupils or persons administering the tests at the time of testing, as well as after the time of testing. Test materials shall be kept in locked storage.
 - 4. Advising all district employees that the test materials are not to be reproduced in any manner.
 - 5. Familiarizing each person who will administer the test with the test publisher's directions for administering the test, the timing of the test, and the testing schedule. This is to be accomplished through meetings which shall not be held prior to one week before the first day of testing. At the conclusion of each such meeting, all test materials are to be collected and returned to locked storage.
 - 6. Distributing actual test materials to persons administering the tests on the day of testing.
 - 7. Training persons administering the tests on how to properly complete the identification information on the test book and answer document and how to code the information required on the variables being collected pursuant to A.R.S. 15-741, et seq.
 - 8. Properly packaging all test books and answer documents which are to be scored by the scoring contractor. Packaging shall comply with instructions furnished by the scoring contractor or the Department of Education.
 - 9. Forwarding all test books and answer documents to be scored to the scoring contractor per instructions. Test books/answer documents for the entire district should be forwarded in one shipment.
 - 10. Retaining all unused and reusable test materials, reporting them in the school's inventory, and storing them in a safe and secure manner.
Note: No AIMS materials are reusable. All AIMS test materials, including the manuals, MUST be returned to the CTB/McGraw-Hill Scoring Center after testing is complete.
 - 11. Immediately reporting to the Department of Education any losses of test materials or other irregularities.

12. The superintendent or head of district may designate a testing coordinator to act on his behalf.
- C. Persons designated by the superintendent or head of district to administer the test shall:
 1. Keep all test materials in locked storage.
 2. Not reproduce any test materials in any manner.
 3. Not disclose any actual test items to pupils prior to testing.
 4. Not provide answers of any test items to any pupils.
 5. Administer only practice tests which are provided by the test publishers. Previous editions of the test series being used in the statewide testing program may not be used as practice tests.
 6. Strictly observe all timed subtests. The test publisher's suggested time limits for untimed subtests shall be followed as closely as possible in order to maintain uniformity in test administration.
 7. Follow directions for administering the test explicitly. No test item may be repeated unless otherwise indicated in the directions.
 8. Not change a pupil's answer.
 9. Return all test materials to the superintendent or head of district immediately upon completion of testing.
- D. All violations of this rule shall be referred by the superintendent or head of district to the State Superintendent of Public Instruction for appropriate action.

It is important to keep in mind that any breach of security, loss of materials, failure to account for materials, or any other deviation from acceptable security procedures shall be reported immediately to the principal, District Test Coordinator, and the State Test Coordinator. Depending on the severity of the breach, it may result in disciplinary action including, but not limited to, a letter of reprimand, suspension with pay, suspension without pay, dismissal, or certificate revocation.

AIMS test books and answer documents may NOT be photocopied or reproduced for any reason. Photocopying or reproducing any AIMS test materials is a violation of test security and may result in disciplinary action.

Test Security Agreement

All districts and charters that will be administering the Spring 2009 AIMS HS and/or AIMS DPA must have a Superintendent/Charter Holder Security Agreement signed and on file with Arizona Department of Education. One copy of the Spring 2009 AIMS Superintendent/Charter Holder Test Security Agreement must be signed and faxed to ADE at 602-542-5467 no later than January 30, 2009.

All school/district charter personnel who will have access to the AIMS test materials must sign a Test Security Agreement. This includes, but is not limited to, warehouse personnel, Proctors, Test Administrators, Test Coordinators, School Administrators, and District/Charter Operator Administrators. **A new AIMS Test Security Agreement must be completed by all appropriate personnel for every administration of AIMS.** These signed Test Security Agreements are to be maintained as directed on the Spring 2009 AIMS Superintendent/Charter Holder Test Security Agreement.

Copies of the Test Security Agreements were provided at the pre-test workshop and can also be found on the ADE Test Coordinator Web page.

Contact Information

Questions regarding the **administration** of AIMS should be directed to:

Mary Pat Wood
State Test Coordinator
Phone: (602) 542-5345
Email: MaryPat.Wood@azed.gov

Questions regarding **materials** and the pickup of materials for AIMS should be directed to:

Arizona Help Desk at CTB/McGraw-Hill
Phone: 1-888-630-9145
Email: ArizonaHelpDesk@ctb.com

Checklist for Packing and Shipping Test Materials

Scorable Test Materials

- ☐ Make sure student responses from Large Print and Braille versions have been transferred to standard answer documents (Grade 3 test books and field test books), and student responses from contaminated test materials have been transferred to clean answer documents (Grade 3 test books and field test books).
- ☐ Separate scorables by document type (DPA, Grades 4 and 8 Science, Grade 3 Mathematics Field Test, HS Writing/Reading, HS Mathematics, HS Science, and HS Mathematics Field Test). Then group by grade or cohort. Further separate into teacher groups if desired.
- ☐ Place a completed GIS and stack card on top of each group of answer documents (Grade 3 test books or field test books). Make sure the number entered in the "Number Students Testing" section of the GIS exactly matches the number of answer documents (Grade 3 test books or field test books) grouped with the GIS. Bind each stack with two paper bands, one horizontally and one vertically.
- ☐ Record the number of used answer documents (Grade 3 test books and field test books) on the School Materials Inventory Sheet. Retain this sheet.
- ☐ Complete an SGL for each school for each of the content areas. Make sure each number entered in the "Number Tested" section of the SGL exactly matches the number entered in the "Number Students Testing" section of the corresponding GIS.
- ☐ Place the answer documents (Grade 3 test books and field test books) in the return shipping boxes in the same order that they are listed on the SGL.
- ☐ Place the SGL(s) in the envelope entitled "School/Group Lists." Place the "School/Group Lists" envelope at the top of the first box of scorable test materials. Affix a "School/Group Lists" label on the side of the box.
- ☐ Affix an **orange scorable return label** on the side of each box of AIMS DPA scorable test materials. Mark the number of each AIMS DPA scorable box on each orange return label.
- ☐ Affix a **yellow scorable return label** on the side of each box of AIMS HS scorable test materials. Mark the number of each AIMS HS scorable box on each yellow return label.
- ☐ Affix a **white scorable return label** on the side of each box of AIMS HS Mathematics Field Test scorable test materials. Mark the number of each AIMS HS Mathematics Field Test scorable box on each white return label.
- ☐ If the previous steps were completed at the school, send the school's boxes of scorable test materials to the District Test Coordinator. Do not seal the boxes.
- ☐ Fill any space in the boxes of scorable test materials with crumpled paper or plastic air bubbles. Seal the boxes.
- ☐ Number the district's entire set of boxes of scorable test materials.
- ☐ Make sure the boxes are ready for shipping on the scheduled pickup date.

Nonscorable Test Materials

- ☐ Organize all nonscorable test materials by document type.
- ☐ Record the number of each document type on the School Materials Inventory Sheet.
- ☐ Place all nonscorable test materials in boxes separate from those used for the scorable test materials. Place the Test Coordinator's Manuals and the Test Administration Directions in the first box of nonscorable test materials.
- ☐ Place the School Materials Inventory Sheet at the top of the first box of nonscorable test materials.
- ☐ Affix a **green nonscorable return label** on the side of each box. Mark the number of each nonscorable box on each green return label.
- ☐ If the previous steps were completed at the school, send the school's boxes of nonscorable test materials to the District Test Coordinator. Do not seal the boxes.
- ☐ Validate the number of documents returned using the School Materials Inventory Sheet from each school and the original materials packing list.
- ☐ Complete the District/Charter Operator Materials Inventory Sheet.
- ☐ Place all the Materials Inventory Sheets in the Materials Inventory Envelope. Place the envelope at the top of the first box of nonscorable test materials.
- ☐ Fill any space in the boxes of nonscorable test materials with crumpled paper or plastic air bubbles. Seal the boxes.
- ☐ Number the district's entire set of boxes of nonscorable test materials.
- ☐ Make sure the boxes are ready for shipping on the scheduled pickup date.

Important Dates for Spring 2009 Testing

Events	AIMS HS Writing/Reading	AIMS HS Mathematics/Science/ Mathematics Field Test	AIMS DPA Writing/Reading/ Mathematics/Science Mathematics Field Test
Revise test materials order using the CTB/McGraw-Hill online ordering Web site at www.ctb.com/aims	_____	January 12–27, 2009	January 12–27, 2009
Attend a Spring 2009 Pre-Test Workshop; register online at www.azed.gov	January 12–26, 2009	January 12–26, 2009	January 12–26, 2009
Superintendent/Charter Holder Security Agreement due to ADE	January 30, 2009	January 30, 2009	January 30, 2009
Data Extract from SAIS for Student Bar Code Labels	January 13, 2009	February 6, 2009	February 6, 2009
Test materials and Test Coordinator's Kits delivered to districts	February 2–5, 2009 (student bar code labels February 18–19, 2009)	March 9–12, 2009, or March 16–19, 2009	March 9–12, 2009, or March 16–19, 2009
Short-add window for additional materials requests (tests materials and Test Coordinator's Kit)	February 9–13, 2009 Orders must be received by 5:00 P.M. MST on February 13	March 19–24, 2009 Orders must be received by 5:00 P.M. MST on March 24	March 19–24, 2009 Orders must be received by 5:00 P.M. MST on March 24
Test administration dates	HS Writing—February 24 HS Reading—February 25	HS Mathematics—April 1 HS Science—April 2 HS Math FT—Mar. 30–Apr. 7	March 30–April 17, 2009
Short-add window for make-up test materials	February 25–26, 2009 Orders must be received by 10:00 A.M. MST on February 26	April 1–2, 2009 Orders must be received by 10:00 A.M. MST on April 2	_____
HS make-up test administration dates	HS Writing—March 3 HS Reading—March 4	HS Mathematics—April 7 HS Science—no make-up	_____
CEVA pickup of scorable test materials for return to CTB/McGraw-Hill	March 5–10, 2009	April 9–14, 2009	April 21–24, 2009
CEVA pickup of nonscorable test materials for return to CTB/McGraw-Hill	March 5–10, 2009	April 27–30, 2009	April 27–30, 2009
Score reports due in district	April 24, 2009	HS Mathematics—May 29 (results for graduating students due by May 15) HS Science—May 29	Reading/Writing/ Mathematics—June 5 Science—June 5
Last day to report missing score reports to CTB/McGraw-Hill	May 29, 2009	HS Mathematics—July 2 HS Science—July 2	Reading/Writing/ Mathematics—July 10 Science—July 10

Figure 14: Important Dates for Spring 2009 Testing

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Monterey, California 93940-5703
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